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AUTHOR	Handley, E. Eugene; Murphy, Christopher
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ABSTRACT

The first of a series of special reports produced by TADD (Technical Assistance in Training Developmental Disabilities Personnel Project), the document provides planning councils and staff with an overview of financial resources available for the training of personnel involved in the delivery of services to developmentally disabled individuals. Following an introduction are sections which address the following areas: initiation of the training support search, federal resources, state resources, educational facilities, and the private sector. Also included is a resource identification sheet. (SBH)

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FUNDING FOR TRAINING:
A SURVEY OF RESOURCES TO FINANCIALLY SUPPORT STAFF DEVELOPMENT PROGRAMS FOR DEVELOPMENTAL DISABILITIES PERSONNEL

Prepared by

Technical Assistance in Training
Developmental Disabilities Personnel Project

Institute for the Study of Mental Retardation and Related Disabilities
University of Michigan
Ann Arbor, Michigan

Sponsored by

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Office of Human Development Services, Region V
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E. Eugene Handley

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PREFACE

The Technical Assistance in Training Developmental Disabilities Personnel Project (TADD) was established to assist the six states in HEW Region V through the provision of technical assistance services including: (1) assessment of the training needs of personnel serving developmentally disabled individuals; (2) consultation in the development of training programs to meet the identified training needs; and (3) identification and utilization of training resources, including materials, programs, and personnel. The project works through the state developmental disabilities planning councils and staff and, through them, with state agencies serving developmentally disabled persons.

This is the first in a series of special reports produced by TADD. It provides planning councils and staff with an overview of financial resources available for the training of personnel involved in the delivery of services to developmentally disabled individuals. For additional information please contact:

Technical Assistance In Training Developmental Disabilities Personnel Project
Institute for the Study of Mental Retardation and Related Disabilities
130 South First Street
Ann Arbor, Michigan 48109
(313) 763-4024

E. Eugene Handley, Ph.D., Project Director
Christopher Murphy, M.Ed., Project Manager

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Marylee Fithian
Director of Planning
Minnesota Developmental Disabilities Planning Council

Ed Goldman
Developmental Service Program
California Department of Health

Geraldine Mathews
Director
Regional Developmental Disabilities Information Center, Wisconsin

Jim Meldrum
Bureau Chief
Developmental Disabilities Division
Montana Social Rehabilitation Service

E. Eugene Handley
Project Director

TABLE OF CONTENTS

PREFACE i

ACKNOWLEDGMENT ii

TABLE OF CONTENTS iii

I. INTRODUCTION 1

A. The Need for Training 1
B. Report Audience 4
C. Report Content and Organization 4
D. Reader Response 5
E. Search Strategy 6

II. INITIATING THE SEARCH FOR TRAINING SUPPORT 7

A. Categorical Search Utilizing Periodicals 7
B. A Noncategorical Approach to Securing Funds 8

III. FEDERAL RESOURCES 10

A. Department of Health, Education, and Welfare 10
1. Eligibility for Federal Training Funds by Service Area . . 11
2. Office of Human Development Services 10
a. Title XX 10
1) Provisions of Amendment 10
2) Funds Appropriation Formula 12
3) Title XX Training Funds 12
4) Examples of Title XX Used for Training 14
b. Developmental Disabilities Office 17
c. Rehabilitation Service Administration 18
3. Public Health Service 19
a. Health and Associated Health Professions 19
b. National Institute of Mental Health 21
4. Bureau of Education for the Handicapped 23

B. Department of Labor 25
Comprehensive Employment Training Act 25

C. General Federal Information 26
1. Sources 26
2. Guidelines 28

IV. STATE RESOURCES 29

V. EDUCATIONAL FACILITIES 31

VI. PRIVATE SECTOR 35

A. Sources 36
B. Guides 37

VII. RESOURCE IDENTIFICATION SHEET 38

I. INTRODUCTION

This report, "Funding for Training," is one of a series designed to become chapters in a notebook of training resource information. Other topics in the series include personpower planning, a design for training needs assessment, methodology for training designs, and evaluation of training. Although knowledgeable and curious readers will want more answers than this one report provides, discussion of these questions must be reserved for subsequent reports. In writing this report, we have attempted to highlight coordinated training activities which have "accessed the system" or located funding sources. We have documented to the best of our ability the known sources of information for seeking funding. Also, for the general reader, we have attempted to explain parts of the training system necessary to accomplish staff development. Other reports will deal with these areas in more detail. Funding is first because without the hope of resources to pay the cost of training, plans for training would be meaningless. However, unless we understand that ultimately staff training benefits the client more than anyone else, we will be less than enthusiastic for staff development programs.

A. The Need for Training

The purpose of federal legislation which mandates the creation of state developmental disabilities planning councils is to foster the growth of coordinated service systems for the developmentally disabled and to create new services where there are gaps in the current service pattern. If we agree that the goal of those of us who work in the developmental disability service system is to provide services sufficient to enable the disabled individual to lead loving and productive lives, then we must ask how can we best improve the quality of services to achieve these goals.

The prime resource critical to the quality of service in human service systems is the individual worker. This is because the human service system by its nature is labor intensive. By this we mean that the majority of the work is done by people without sophisticated technical apparatus; therefore, the major portion of the budget for service is allocated to staff salaries. A mechanistic analogy would state that the service workers need information, skills, and techniques in the same way that production workers need tools and machinery to produce goods in factories. The skills, information, and techniques are the tools of the personnel serving individuals who are developmentally disabled. It is through them that a client is helped to function at a higher level of independence and self-care with personal dignity intact. Designing a support system which allows staff to develop their own potential must be a prime concern because it is only through the staff that we can meet our chief objective, the improvement of the quality of life and self-care of the handicapped individual. Following our analogy, the "tools" of a service system must be maintained just as production tools and machinery. Staff development is a type of retooling or system maintenance. It becomes the key by which better service is provided for clients.

In many service programs as much as 75% of the budget is spent on staff salaries and benefits; however, little money is allocated for the upgrading of staff skills through staff development to enhance the staff's ability to provide direct service to clients. Frequently agencies which do allocate funds for this purpose do so by reimbursing individual staff attendance at workshops and conferences. The result is that the staff member often encounters difficulty in implementing new ideas until the rest of the staff receives training and can reinforce his efforts. In addition it is possible that workers could

request to attend programs which do not address the priorities for service improvement. This dispersion of effort is detrimental to achieving priority goals.

A plan which coordinates funding available to agencies for staff development best utilizes the most expensive resources in the system to improve the system itself. Just as a running engine charges the battery which started it in the first place, a well-designed staff development program improves the services to the clients of the agency which employs the staff in the first place.

In-service training also is needed as a function of the changing service system. The development of new treatment techniques requires continuing education for those providing the service. The legislative requirements for improved and new services demand a response on the part of service providers. Every system change implies some need for training. Lack of availability of trained personnel has forced many agencies to hire sincere, but less than qualified personnel who will require training.

Employees who have completed professional training in many instances have had to make choices among the hundreds of courses available which apply to their specialty. They could not possibly expect to take every course available. Thus, graduating from even the best programs is no guarantee that an individual has anymore than a "core" knowledge supplemented by an exposure to some additional courses. The expectation is that he will develop further by on-the-job or private learning.

The movement of clients from institution-based to community-based programs has placed many community workers in the position of dealing with more severe and complicated cases than they had served in previous years. Staff development will be critical to the success of such "deinstitutionalization" efforts.

B. Report Audience

Because of the complexity of the developmental disabilities planning and service system, it is difficult to address any one audience. Many individuals, governmental bodies, and service agencies play different roles in that service system.

There are four audiences for this report:

1. The state developmental disabilities councils and their staff which can specify broadly-stated priority areas for training through the annual state plan and advocate for the establishment of coordination and planning of training;
2. State agency directors and especially training directors of such agencies who can plan, fund, coordinate, and implement systematic training for workers under their auspices or those employed by contracted community agencies;
3. Community and private agency directors who can best assess the training needs of specific workers in their employ, can sponsor training activities, and utilize the training system to implement desired changes in service provision; and
4. Staff of educational institutions, both public and private, who can provide the expertise in needs assessment, technical design of training programs, evaluation of programs, content expertise, and new courses designed to meet on-going training needs.

The primary audience for this report is developmental disabilities planning councils. The members of these councils must be aware of the potential for improving the service system through staff development.

C. Report Content and Organization

In the first section of this report, suggestions are made for initiating the search for training funds. The remaining sections of the report contain

descriptions of support that can be obtained from federal, state, educational, and private sectors. Included are examples of how these funds have been used, the names of contact people, and publications that can be of assistance in locating funds.

The majority of abstracts listed are provided by the Educational Resource Information Center (ERIC). These materials can be ordered from ERIC by referring to the number in parentheses prefixed by an "E." Orders should be addressed to:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, VA 22210

D. Reader Response

This report is meant to provide a useful starting point in the exploration of funding sources available to support staff development programs for DD personnel. In the ideal world, there would be a single comprehensive source which described all the available funds, how to access them, and their uses. This would greatly simplify the search for funding. Unfortunately, such a definitive guide does not exist. Even if it did, it would have to be updated continuously to reflect the changing legislative funding base authorizing training funds and the reorganization of the agencies which allocate these funds.

There are many activities in training and sources of funding for training which are not included. This is partly because of the rapid changes in the system and the lack of a coordinated method of communication within systems relative to training. We hope that through the Resource Identification Sheet provided at the back of this report new information can be shared with other agencies and organizations. If you are aware of additional sources not included, please complete the Resource Identification Sheet and return it to TADD. We will attempt to update this document and publicize the information received.

E. Search Strategy

Efforts to identify the sources listed in this report included contacts with the following: (1) national organizations coordinating the DD service system; (2) national and regional projects providing technical assistance related to DD; (3) selected state agency personnel responsible for staff development programs; and (4) selected directors of in-service training programs for DD personnel. A computerized search of the literature was also conducted.

II. INITIATING THE SEARCH FOR TRAINING SUPPORT

There are many sources where financial and other support for training can be secured. Other sections of the report will examine resources in the federal, state, educational, and private sectors. However, the first place to initiate the search for training support is in-house. There are existing resources within agencies or in close proximity that can provide training support. Also, there are individuals within your own organization with experience and knowledge which can be used to secure support for staff development activities. Coordinating and fostering intra-agency training can also make training more economical. We therefore suggest that before looking elsewhere for funds, you should systematically examine your own resources.

After examining in-house resources, outside resources should be pursued. There are many federal programs that can be of assistance, some of which provide support only for generic service needs. The following categorical and non-categorical approaches can be utilized.

A. Categorical Search Utilizing Periodicals

The following periodical publications are excellent resources for training program support. They should be reviewed for resources which could support activities in the category "training developmental disabilities personnel."

Commerce Business Daily -- Published daily by the U.S. Department of Commerce. Includes list of U.S. government contract awards and descriptions.
To order:

Superintendent of Documents
Government Printing Office
Washington, DC 20402

Federal Funding News -- Published irregularly. Contains current information on federal funding programs for developmental disabilities and other areas related to mental health. To order:

Circulation Department
National Association of State Mental
Health Project Directors
1001 Third Street, S.W.
Washington, DC 20024

Federal Register -- Published daily, Monday through Friday, by the Office of the Federal Register, National Archives and Records Service, General Service Administration. Includes announcements of regulations, legal notices, and grants issued by federal agencies. To order:

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

New Directions -- Monthly newsletter which reports on activities concerning mental retardation, including legislation, programs, consultations, government policy, workshops, and funding. To order:

National Association of Coordinators of State
Programs for the Mentally Retarded, Inc.
2001 Jefferson Davis Highway
Arlington, VA 22202
(804) 920-0700

B. A Noncategorical Approach to Securing Funds

In the search for training funds one should not be limited to those categorically specified for training "developmental disabilities personnel." In the course of this report we will use "developmental disabilities personnel" to describe the range of personnel including volunteers, paraprofessionals, and professionals who serve DD individuals. However, those who serve people with developmental disabilities are not generally referred to as "DD personnel." They come from diverse training programs, and many are professionals who provide generic rather than specialized services. This is especially true for health and allied health personnel. Many agencies have a generic service orientation and will not fund training to serve a specialized client population, but will authorize funds to meet the generic service needs of various populations. For example, the National Institute of Mental Health, which focuses on psychosocial, emotional, and other factors of mental health, may provide funding to help organizations train personnel to meet the mental health needs of their DD population.

Therefore, in approaching funding organizations, potential applicants should think in terms of securing training for personnel to provide a generic

type of service such as health, mental health, and education. This approach may help those seeking funds to make requests which fall within the parameters of the funder. This noncategorical approach is in tune with the move away from setting up separate service systems for people with developmental disabilities and the philosophy of the DD client utilizing existing generic services and establishing separate service systems only when generic services cannot meet the special needs. The intent of training should be to develop and increase the skills of both specific and generic service providers in serving the needs of the DD population.

III. FEDERAL RESOURCES

Two major federal departments support staff development activities for DD personnel: the Department of Health, Education, and Welfare (HEW) through its Office of Human Development Services, Public Health Service, and Bureau of Education for the Handicapped provides funds and the Department of Labor through the Comprehensive Employment and Training Act (CETA) provides funds and training programs which offer innovative ways to secure training for personnel who serve people with developmental disabilities. Table 1 summarizes these funding sources by service areas.

A. Department of Health, Education, and Welfare

2. Office of Human Development Services

a. Title XX

Under the Social Security Act, Title XX (PL 93-647) was enacted in 1975 as the social service amendment to the Social Security Act and supercedes related sections of Title IV-A and VI. Following a reorganization of the Social and Rehabilitation Services, Title XX funds are administered by the Administration of Public Services of the Office of Human Development Services.

1) Provisions of Amendment

There are two types of Title XX funds, service funds and training funds. Each state is eligible for a fixed allotment of federal Title XX service funds based on its population. The Title XX amendments authorize funding of $2.5 billion for social services, however training funds are not included in the service allotment. They are covered under separate funding. Further, the state is empowered to take authority and responsibility in determining which services will be provided under Title XX, who will be eligible to receive these services, and when the services will be provided. The state also decides how to combine Title XX funds with existing resources to address the particular needs of their varied population within the broad federal guidelines.

Table 1.

Eligibility for Federal Training Funds by Service Area

Service Area	DHEW						DOL
	OHDS			PHS		BEH	
	Title XX	DDO	RSA	NIMH	Associated Health Prof.		CETA
Health	Indirect	Indirect	Indirect	Indirect	Direct	NA	Indirect
Education	Indirect	Indirect	Indirect	Indirect	NA	Direct	Indirect
Social Service	Direct	Indirect	Indirect	Indirect	Indirect	NA	Indirect
Mental Health	Indirect	Indirect	Indirect	Direct	Indirect	NA	Indirect
Vocational Rehabilitation	Indirect	Indirect	Direct	Indirect	NA	Indirect	Indirect
Types of Funds	Non-Categorical	Categorical	Non-Categorical	Non-Categorical	Non-Categorical	Categorical	Non-Categorical

NA = Not applicable

BEH = Bureau of Education for the Handicapped

CETA = Comprehensive Employment Training Act

DOL = Department of Labor

DHEW = Department of Health, Education, and Welfare

NIMH = National Institute of Mental Health

OHDS = Office of Human Development Services

PHS = Public Health Service

RSA = Rehabilitation Service Administration

DIRECT = Directly Eligible for Funds

INDIRECT = Indirectly Eligible for Funds

The services, needs, and the delivery system must be set forth in a Comprehensive Annual Service Program (CASP) Plan submitted by each governor and prepared and administered by the designated Title XX agency. Training plans are not included in the CASP plan. The law supports active participation by private organizations, agencies, and individual citizens in the development of the plan and, through service contracts, in the provision of the services. Amendments to the CASP may be initiated by the Title XX Advisory Council, other state agencies, and the public. DD advocates should actively attempt to be involved in the planning and development of the CASP plan as it is being written as well as during the ninety days when the proposed plan is open for public comment and review.

2) Funds Appropriation Formula

Title XX provides that the cost of social services specified in the CASP and provided or purchased by the state government may be reimbursed by the federal government at a level of 75%. The state must have funds available to pay for at least 25% of the total cost of the Title XX program. These funds may come from the following sources: (1) state government resources appropriated by the legislature; (2) local government resources made available by counties or municipalities, including community development or revenue sharing funds; or (3) funds donated by individuals or organizations.

3) Title XX Training Funds

An exception to this funding formula is training grants. At the present time, federal funds for this activity are not included within the fixed allotment. As long as the state can provide 25% of the necessary funds, there is no limit to the amount that the federal government can reimburse for staff training. Interested applicants should contact the designated state Title XX agency for guidelines on developing and submitting proposals. It is possible that in the future a limit may be placed on the federal Title XX dollars which may be

used for training personnel. In the event that this limit is imposed, the level of the training fund allotment may depend on the current amount being used. This would argue for increased efforts to utilize Title XX training funds in case this limit becomes a reality.

Grants are authorized by Title XX for training and retraining personnel specifically related to the provision of federally-assisted social services. Regulations allow the use of these federal funds to train: (1) the staff of the Title XX agency, (2) volunteers attached to the Title XX agency, (3) service delivery personnel of provider agencies, and (4) students preparing for employment in the Title XX agency. HEW estimates that a total of $79.8 million will be spent on staff development activities in the 1977-78 fiscal year.

The state has latitude in the manner in which training will be provided. It can use its own staff development resources to conduct staff training or contract with private organizations, institutions of higher learning, or university affiliated programs to provide personnel training. The format of the training may be attendance at an approved conference, enrollment in seminars, or in-house programs.

In order to qualify for Title XX funds, it is important that DD councils and advocates work to include the developmentally disabled population in the Title XX state plan. Once these funds have been secured, their effectiveness can be maximized by applying for additional Title XX training funds not using any of the fixed service allotment for personnel development.

The National Association of State Mental Retardation Program Directors, Inc. recently conducted a survey to determine the impact of Title XX funds on the development of training programs for MR/DD agencies. This report provides information on the range and scope of Title XX funded training activities affecting DD citizens. The purpose of the survey was to determine the extent to which states are currently using social service training funds to enhance the

skills of staff working with mentally retarded residents. The coordinators of programs for the mentally retarded residents in 22 states selected at random were contacted. Of these, 10 respondents reported that their states were using Title XX training funds and twelve reported that their state was not. The report provides summarizations describing the activities of the 10 states using Title XX training funds. Information on this report, "Impact of Title XX on Training Programs for the Mentally Retarded," can be obtained by contacting:

Myrl Weinberg
National Association State Mental
Retardation Program Directors, Inc.
2001 Jefferson Davis Highway
Arlington, VA 22202
(703) 920-0700

The following publications may be of use to those interested in more detailed and descriptive information on Title XX and its training programs:

Title XX of the Social Security Amendments Statutes at Large, title 45, chapt. II, part 228, sec. 2002(a)(1) (1974).

U.S., Department of Health, Education, and Welfare. "Social Services Programs for Individuals and Families," Federal Register 42, no. 20 (1977).

U.S., Department of Health, Education, and Welfare. Using Title XX to Serve Children and Youth, Washington, D.C.: Government Printing Office, 1976.

4) Examples of Title XX Used for Training

During 1977, Montana's Developmental Disabilities Division of the Social and Rehabilitation Services contracted with a private training organization, the Montana DD Training Institute (DD-TI), to provide a competency-based training program for DD service staff. The majority of the total training cost of $663,360 was paid with Title XX training funds. The portion paid by the state accounted for only 4% of the total amount of state dollars projected for the provision of services to the DD.

Training was provided to group home managers and providers of respite care, semi-independent living, and day programs. In addition to direct training, instructional and training materials were collected and developed for distribution to participants. In 1978, following the termination of the DD-TI contract, Montana will maintain or increase its DD personnel training activities by contracting with regional clinical trainers. For further information contact:

L.A. Hamerlynck, Ed.D.
Coordinator/Administrator
Developmental Disabilities Division
Social Rehabilitation Service
P.O. Box 4210
Helena, MT 59601
(406) 449-2995

Wisconsin is using Title XX training funds to finance in-service training activities for personnel working in sheltered-employment facilities. Topics covered include methods of administration and programming in this setting. Each agency or organization receiving training is required to pay a share of the cost of the program in order to provide the 25% state match.

North Carolina contracted with the Developmental Disabilities Training Institute of the University of North Carolina at Chapel Hill to provide two staff development programs for DD personnel. The first was in cooperation with the Division of Social Services and trained social workers who provide adult services to persons with mental retardation. The second was in cooperation with the Department of Mental Health/Mental Retardation. It supplied training to administrators and staff of adult activity centers for the moderately and severely mentally retarded. The combined cost of these two programs was $185,143. DD-TI provided 25% of this amount as the state match. The training was planned and designed following a needs assessment which was previously conducted. For further information contact:

George S. Baroff, Ph.D., Director
Developmental Disabilities Training Institute
#3 Craige Trailer Park 194A
University of North Carolina at Chapel Hill
Chapel Hill, NC 27514
(919) 966-5463

In California, Title XX funds are being used to design and produce training materials for developmental disabilities service workers. An initial project of $70,000 is already underway with another proposal for $300,000 ($75,00 - state, $225,000 - federal) proposed. Included is the development of training materials, A.V. supports, instructors' manuals, and teaching aids. Another Title XX funded project for training being proposed would employ eight lead trainers and clerical support to use the developed materials for state-wide training. Amendments to California's Title XX plan, which take 60-90 days for final approval, were submitted during January, 1978. The plan for state-wide training, using Title XX training funds, has been included as part of the plan of the planning council on developmental disabilities. However, the council has not made any of its federal funds available for this training effort. A state training events calendar announcing upcoming training programs, which was developed by the project, has been well received and will continue for the forseeable future.

Another innovative idea in California to maximize existing training resources and initiatives was the formation of the Developmental Services Training Committee (DSTC). Membership includes University Affiliated Programs (UAP's); Department of Health Training Office, Program Office, and two health training centers (Los Angeles and Berkeley); the state planning council on DD; the state colleges system; the State Instructional TV Consortium; state hospitals; Citizen Advocacy Boards; the Department of Rehabilitation Training Office; and Department of Education Training Office. This group has been

meeting for over a year and has sponsored a number of major training events. DSTC's most important contribution to date has been to provide strong advocacy for training. For further information contact:

Developmental Service Program
Department of Health
Sacramento, CA 95814
(916) 920-6725

b. Developmental Disabilities Office

The federal and regional developmental disabilities offices (DDO) provide funds which might be utilized by the states in developing their personpower and training resources. Funds are allocated to states through formula grants, to educational facilities, and through national and regional projects. These funds are categorically specified for developmental disabilities and are intended to serve as a catalyst to program and service development.

For example, Region V DDO provided funds to establish the Regional Developmental Disabilities Information Center (RDDIC) in Madison, Wisconsin. In addition to serving as a regional clearinghouse for DD information, RDDIC helps support and develop continuing education programs for DD personnel through the identification and collection of existing training resources and materials. In the last year, they have assisted in the development of many continuing education programs on a variety of topics including advocacy, the nature of disabilities, genetics, and treatment. RDDIC is presently providing funds to develop an in-service training program related to working with mentally retarded people with emotional disturbances. For further information contact:

Geraldine Matthews
Regional Developmental Disabilities
Information Center
317 Knutson Drive
Madison, WI 53704
(608) 263-6863

c. Rehabilitation Service Administration

The Rehabilitation Service Administration (RSA) of the Office of Human Development Services is the federal partner in the state/federal vocational rehabilitation program through which state vocational rehabilitation agencies provide a range of services to physically and mentally disabled individuals. The RSA provides rehabilitation training grants which are available for the support of special experimental and innovative training projects, state vocational rehabilitation agency in-service training projects, rehabilitation continuing education programs, and short-term training projects of either national or regional scope. Applications are accepted from state vocational rehabilitation agencies and other public or nonprofit agencies and organizations, including institutions of higher education.

The objectives of the training grants are (1) to increase the supply of personnel available for employment in public and private agencies involved in the rehabilitation of physically and mentally handicapped individuals, (2) to improve the quality of professional practice in service to the physically and mentally handicapped, and (3) to ensure the maintenance of basic skills and knowledge of personnel engaged in programs serving handicapped individuals and simultaneously provide opportunities for such individuals to raise their level of competence and broaden their expertise. For all objectives, the priority of service is for those clients who are the most severely handicapped. The Long-Term Training Grants that are offered focus on preservice and advanced training of professionals. The Short-Term Training Grants, which are for no longer than 12 months, focus on improving the skills of personnel currently in service.

The Institute for the Study of Mental Retardation and Related Disabilities (ISMRRD) of the University of Michigan provides an example of how a Short-Term Training Grant is used to provide in-service training to develop the skills of

rehabilitation personnel serving DD clients. The Vocational Service Component, in conjunction with the university, received a Short-Term Training Grant to provide in-service training to rehabilitation personnel throughout HEW Region V in the vocational assessment, training, and supervision of developmentally disabled clients. The grant provides stipends to cover the costs of training and trainee's expenses to attend a three-day internship at ISMRRD. Through this training grant, 40 vocational rehabilitation counselors and workshop personnel will receive intensive hands-on training. For further information on this project contact:

Kevin Lynch, Ph.D.
Vocational Services Project
Institute for the Study of Mental Retardation and Related Disabilities
130 South First Street
Ann Arbor, MI 48109
(313) 763-0070

Further information can be obtained from the HEW Regional Office or the RSA Central Office:

DHEW Region V
Director, Office of Rehabilitation Services
30th Floor
300 South Wacker Drive
Chicago, IL 60606

Central Office
Director, RSA Division of Projects
Grants Management
330 C Street, S.W.
Room 1427, Mary E. Switzer Bldg.
Washington, DC 20201

3. Public Health Service

a. Health and Associated Health Professions

The Public Health Service (PHS), through the various divisions of the Health Resources Administration, provides financial support for the educational preparation and training of people to work in health fields. The majority of

these funds are provided for the preservice and advanced training of generic service providers. This involves enrollment in a formal curriculum of an educational institution leading towards completion of degree requirements.

Staff development activities have also been supported for in-service personnel by the Division of Associated Health Professions, although preservice training has been the main focus. Training to improve the generic skills of health and associated health professions has been supported. Funds have also been provided to develop and demonstrate interdisciplinary team concepts. The interdisciplinary teams consist of physicians, physicians' assistants, nurses, dentists, expanded-function dental auxilliary personnel, social workers, health administrators, nutritionists, physical therapists, and other personnel as appropriate to the specific patient's needs. There is latitude in the structure of the training programs, but they must provide sufficient experience, [illegible], and content to develop and foster the interdisciplinary concept. Grants are provided to public and private nonprofit educational and health organizations. The division has not determined whether a grant program will be announced in fiscal year 1978 or 1979. For further information contact:

Interdisciplinary Programs Branch
Division of Associated Health Professions
Bureau of Health Manpower
Health Resources Administration, PHS, DHEW
3700 East-West Highway
Hyattsville, MD 20782
(302) 436-6607

In Oregon, a grant from the regional office of the National Institute of Health provided funds to a local association for retarded citizens to operate an Information Project for Primary Care Physicians. The project utilized volunteer help and grant monies to develop an informational booklet on developmental disabilities. The booklet was delivered in person to physicians by volunteers. The project's purpose was to develop an awareness on the part of

physicians of the needs of the state's DD population and provide them with information which would help to improve their service to DD clients. Further information about the project can be obtained from:

Marilyn Paxton
Oregon ARC
3085 River Road North
Salem, OR 97303
(505) 390-0330

In Michigan, the American Occupational Therapy Association, in conjunction with Eastern Michigan University, received an Allied Health training grant to develop a series of week-long training institutes designed to develop and improve the supervisory and administrative skills of associated health professionals. By improving supervisory and administrative skills of occupational therapists, it is believed that supportive personnel will be better utilized and direct service to clients will be improved. For further information about the development of this training institute contact:

Marianne Maynard
Associate Professor of Occupational Therapy
Eastern Michigan University
320-A Goodison
Ypsilanti, MI 48197
(313) 487-1849

b. National Institute of Mental Health

The National Institute of Mental Health (NIMH), through its Division of Manpower Training Programs, provides funds for the preservice preparation and continuing education of mental health personnel and noncore mental health personnel. The purpose of the training program is to provide interdisciplinary training along with traditional mental health training or education for single disciplines other than the core mental health professions of psychiatry, psychology, psychiatric nursing, and social work. The noncore professions include health and human service personnel including counselors, health educators, primary care providers, law enforcement personnel, and clergy. The objective of

the noncore training program is to provide assistance to educational institutions seeking to educate interdisciplinary personnel to provide mental health services. These services are to focus on the psycho-social and emotional adjustment of individuals and their families. These grants are available to public or nonprofit institutions such as a university, college, hospital, laboratory, and units of state or local government.

In addition to these programs, the Division of Manpower Training Programs provides funds to state and substate mental health agencies through a newly developed State Manpower Development Program. This program provides grants-in-aid, technical assistance, and consultation to states to develop their resources to address the broad range of activities critical to mental health manpower development. One of the many objectives of this program is to strengthen the capacity of the state to insure a comprehensive approach to the education and training of mental health personnel. The training must be responsive to current and anticipated demands on the state's mental health service delivery systems. Training is designed for professional and paraprofessional personnel in public and private, academic and clinical facilities at state and substate levels. For more detailed information on the division's programs contact:

National Institute of Mental Health
Office of Director
Division of Manpower and Training
Multidisciplinary and Noncore
Professional Training Program
5600 Fishers Land, Rm. 8-101
Rockville, MD 20857
(301) 443-4257

or

Program Coordinator
State Mental Health Manpower
Development Program
5600 Fishers Lane
Rockville, MD 20857
(301) 443-4045

In its September 1, 1977 "Preliminary Report To The President," the President's Committee On Mental Healtn acknowledged the priority and importance of developing mental health services for DD persons and other severely and chronically disabled persons and their families. They recommended that "funds for mental health manpower training in fiscal year 1979 be at least equal to funds for fiscal year 1978" and that funding priority be given to training for (1) professionals and others in community programs, (2) state and county hospital staffs in community services, and (3) primary health care practitioners in the area of mental health.

4. Bureau of Education for the Handicapped

Through the Division of Personnel Preparation, the Bureau of Education for the Handicapped (BEH) provides funds for the in-service training of special educators and support personnel. The division also provides funds for in-service training under the Education of All Handicapped Children Act (PL 94-142). However, the priority under PL 94-142 is the provision of direct service. Training, which is a lesser priority, may be financed concurrently with service improvement if it is felt that this will improve service delivery.

Funds provided under the Handicapped Personnel Preparation Program authorized by the Education of the Handicapped Act are the main source of support for the staff development of special educators. In fiscal year 1978, 46% of the division's budget will be spent on in-service training through the Handicapped Personnel Preparation Program.

The objective of this personnel preparation program is to improve the quality and to increase the supply of special educators and support personnel at the preservice and in-service levels. Support personnel are defined as those individuals who provide services to the handicapped which include regular classroom teachers, recreation specialists, career and vocational educators,

regular education teachers and administrators, speech pathologists and audiologists, as well as paraprofessionals and volunteers. The division awards grants to state education agencies, local education agencies, institutions of higher learning, and private and other nonprofit agencies. For more information about in-service training for special educators, contact:

Jim Siantz
Advocate for Inservice Education
USOE/BEH/DPE
400 Maryland S.W.
Washington, DC 20202
(202) 245-9886

The following publications may be of use in developing a general understanding of BEH financial assistance programs and the application process:

Bernstein, Charles D.; and others. Financing Education Services for the Handicapped: An Analysis of Current Research and Practices. Palo Alto, California: Management Analysis, Inc., 1976. (ED116402)

Presented is a report which reviews and evaluates existing literature and current state practices in financing special education for handicapped children. For each of the four major issues (programming, cost determination, level of funding, and funding formulas) selected research is reviewed, implications of the research are analyzed, and suggestions for additional research are given. Abstracts of 65 relevant documents are provided in a separate section of the document. It is noted that the report can be useful to those who make special education finance decisions by identifying the key policy decisions in funding programs for the handicapped, delineating relevant considerations for each decision, and providing criteria to evalute the effectiveness of special education delivery schemes.

Nazzaro, Jean, ed.; Schipper, William V., ed. Proposal Writer's Handbook: A Step-by-Step Process. Washington, D.C.: National Association of State Directors of Special Education, 1976. (ED125218)

Intended for special education proposal writers, the manual focuses on planning, organizing, and writing Part D (personnel preparation) proposals to the federal government. Chapters on the following topics are included: Getting Ready to Write a Part D Proposal (conceptual models for needs assessment, program planning, and evaluation); Writing the Proposal (budget information and program narrative); and Things to Know When Writing Proposals (what happens when the grant proposal gets to Washington, what to include in the proposal, and timetables mandated by Public Law 94-142).

B. Department of Labor

Comprehensive Employment and Training Act

The resources of the Comprehensive Employment and Training Act of 1973 (CETA), PL 93-203, which are designed to provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons, can be used to help train personnel to serve the DD population. According to federal regulations for CETA, Title I (Comprehensive Employment Training Act 29 CFR Part 95) will pay up to 50% of CETA-referred employees' salaries for the duration of on-the-job training. This money may be used under contract to meet the additional needs of the training program. CETA programs have the potential to work cooperatively with many other human service agencies. Cooperative relationships can be mutually beneficial to CETA programs and other state agencies by providing CETA with job positions and state agencies with additional training resources. The following HEW guides can help state agencies to better maximize and utilize CETA employment and training resources:

TITLE	STOCK NUMBER
CETA and HEW Programs	017-090-00026-7
Title XX and CETA	017-090-00023-2
Education and CETA	017-090-00025-9
Vocational Rehabilitation and CETA	017-090-00022-4
Health and CETA	017-090-00024-1

They are for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Published by the United States Government Printing Office, 1976, these publications provide basic information on CETA and HEW programs. They describe program goals and priorities and provide useful information on how these programs can work together. They also discuss problems as well as benefits of forming cooperative relationships.

Massachusetts is making major efforts to develop a cooperative relationship between CETA and a state agency. The Department of Mental Health is cooperatively planning with the state's Manpower Council (the employment and training agency) to recruit and train personnel who are CETA-eligible to work in state schools for the mentally retarded under Title I, On-The-Job Training. If approved, this DMH/CETA On-The-Job Training Project will utilize CETA training resources and DMH staff positions. If determined feasible, the Department of Mental Health central staff and State Manpower Services Council will be utilized to coordinate such an effort.

The Department of Mental Health will pay the salaries of the CETA-referred employees after training. The training project is being developed in response to Title XIX requirements calling for increased staff-to-client ratios. The Massachusetts DMH does not have the resources necessary for this large-scale effort, and thus is investigating CETA and other outside sources with which to contract for time-limited services. For further information, contact:

James Gorman or Anna Prince
Department of Mental Health
190 Portland
Boston, MA 02114
(617) 727-1464

C. General Federal Information

1. Sources

Federal Programs Information and Assistance Project. The Guide to Federal Resources for the Developmentally Disabled, 1522 K St., N.W., Suite 1030, Washington D.C., 20005, 1978.

A resource document which identifies the needs of developmentally disabled people and matches these needs with existing services. Provides descriptions of federal-state programs and how to apply for them, essentials on grants and contracts, vital federal references, and who to contact in each state.

Richman, C. Federal Grants and Financial Assistance for Rehabilitation Facilities: The Funding Resource Finder. Washington, D.C.: Association of Rehabilitation Facilities, 1977.

This publication identified 129 separate grant programs administered by 20 federal departments or agencies which are applicable to the funding of rehabilitation facility programs. It

contains descriptive abstracts and detailed descriptions of federal programs including their purpose, authorization, eligibility requirements, uses and use restrictions, and assistance they can provide. Assistance is defined as the provision of federal property, facilities and equipment, goods or services, technical assistance, counseling, training, statistical and other expert information, and service activities of regulatory agencies.

U.S. Department of Health, Education, and Welfare; Rehabilitation Services Administraton. Ready Reference Guide: Resources for Disabled People. Washington, D.C., 1977.

A handbook for service practitioners and disabled people. Includes agencies and organizations at the national level that provide resources. Describes their purpose, services they provide, and application information. Includes a listing of resource directories.

U.S. Department of Health, Education, and Welfare; Office of Human Development; Office for Handicapped Individuals. Federal Assistance for Programs Serving the Handicapped. Washington, D.C.: Government Printing Office, 1976. (ED123834)

Presented is information on approximately 100 federal programs designed to assist the handicapped and/or people working with or for them. It is explained that the compilation was excerpted from the 1975 Catalog of Federal Domestic Assistance, gathered from material provided by the Library of Congress, and augmented by a survey of federal agencies conducted by the Office of Handicapped Individuals. Each program is described using the following terms: program description; uses and use restrictions; types of assistance; formula and matching grants; applicant eligibility; beneficiary eligibility; application procedure; appropriations; and program accomplishments, enabling legislation, and information contact. Programs are indexed by subject, federal department and agency, and applicant eligibility.

U.S. Department of Health, Education, and Welfare; Public Health Service. Profiles of Financial Assistance Programs. rev. ed. Washington, D.C.: Government Printing Office, 1977.

This booklet contains descriptions of the many programs of the Public Health Service, agency by agency, in a uniform and detailed manner. It provides information on the purpose, legal basis, eligibility requirements, basis for awarding funds, and contact points for information on PHS programs.

U.S. Office of Economic Opportunity. Catalogue of Federal Domestic Assistance. Washington, D.C.: Government Printing Office, 1975.

This is a description of the federal government's domestic progams to assist potential beneficiaries in identifying types

of assistance available. The catalogue explains the nature and purpose of programs, specifies major eligibility requirements, tells where to apply, and lists printed material available. Included is information on various forms of assistance available to state and local governments, public and private organizations, institutions, private business and industry, and individuals.

2. Guidelines

Drew, Benjamin A. "Don't Put All Your Eggs in a Federal Basket." Hearing and Speech Action, 44 (January-February 1976): 16-21. (EC080813)

The funding of hearing and speech agencies and other community agencies is discussed in terms of revenue and foundations. Guidelines are provided to help community agencies influence local budget decisions by analyzing current patterns in revenue sharing. Also presented is a specific format for writing a proposal to obtain foundation support.

Hensley, Gene; and others. Questions and Answers: The Education of Exceptional Children, Report Number 73, Denver, Colo.: Education Commission of the States, 1975. (ED115057)

Written in question and answer form, the booklet provides brief responses to often-asked questions by legislators and educators concerning the education of exceptional children. Among the topics covered are state and federal legislation; planning and accountability; finance; administration, classification, and placement; personnel utilization; professional and advocacy organizations; and major trends and issues such as mainstreaming and career education.

IV. STATE RESOURCES

State agencies generally allocate a portion of their budgets for staff development activities. In those state agencies which share responsibility for serving the DD population, a segment of the staff development budget could be combined with funds from other responsible agencies to cooperatively support training directed towards increasing the expertise of their personnel to serve DD clients.

Most agencies, either state or local, have allocated funds for staff to attend conferences, workshops, and in some instances college and university programs. Rarely has any attempt been made to impact on service delivery to clients by coordinating and prioritizing attendance at such programs. Without some mechanism to overview these activities, it is impossible to determine their effectiveness. Individual staff members will follow their personal training interests, which may or may not coincide with service priorities, and may not have administrative support which allow them to implement newly acquired skills developed in the training program. Their co-workers, not exposed to similar skill development, are not able to reinforce the activity of the newly trained worker. Prioritizing topics and coordinating attendance at training programs will facilitate impact on programs and services.

The state agencies' staff development and personnel directors are in positions to be most knowledgeable about personnel training needs and are the influential decision-makers around training issues. They can be excellent resources to support DD staff development activities and to identify training priorities. By bringing together these resource people with others in the state who are knowledgeable about training resources and service needs, an effective and more efficient training network can be established. An example of such a network is being developed in Wisconsin.

At the initiative of the Wisconsin DD Council, the Developmental Disabilities Pan-Agency Committee on Training (DD-PACT) has been formed to look at the state's personpower needs in relation to services for developmentally disabled persons. An objective of the committee is to establish priorities for the training of DD personnel within the state. PACT brings together a wide representation of organizations involved in the delivery and coordination of services, the training of personnel to serve the DD population, and the research and development of knowledge about developmental disabilities. From their various positions and perspectives in the state, the committee members hope to better coordinate educational and training programs to meet the needs which exist within the state. The committee will focus on determining in-service training needs, examining training resources and setting training priorities. For further information about this committee's development and activities contact:

Jayn Wittenmeyer
Executive Director
Wisconsin Council on Developmental Disabilities
1 West Wilson St. - Rm. 1120-C
Madison, WI 53702
(608) 266-7826

V. EDUCATIONAL FACILITIES

Universities, university affiliated programs, colleges, community colleges, vocational-technical schools, and adult education programs are important personpower training resources. While not a funding source in themselves, they often qualify for training funds which state and community agencies cannot. Certain grants administered by National Institute of Mental Health, Public Health Service, Developmental Disabilities Office, and Maternal and Child Health require the involvement of an educational facility in order for states to receive training funds. This ability to attract outside federal funds makes them an excellent training resource for the states and HEW regions in which they are located. In addition to this, educational institutions develop formal curricula to train personnel to work in the service delivery system. They frequently can provide short-term training, continuing education programs, and consultation to state agencies.

Today there is a center of higher education within reach of virtually every community. They will supply curriculum catalogs and announcements of special workshops and other training events. Most colleges and universities will also arrange contract courses specifically designed to meet the needs of a particular group which can be taught off-campus at one of the agencies, based on a minimum guaranteed enrollment. Either the agency or the individual pay the tuition for these courses.

University Affiliated Programs (UAP's), established to provide research, training, and direct service are, by their mandate, active in the DD training process. While they provide preservice training and graduate level training to DD personnel, they are also a resource for in-service staff development activities. Conferences, in-service workshops, program consultation, and technical assistance, offered without charge and on a fee-for-service basis and can be

utilized by agency staff to increase their knowledge and skill in serving people with developmental disabilities. These services to state and community programs delivered by UAP's can be provided at the university itself or on-site at agencies in their area. There are currently 45 of these facilities in the United States, and 6 of them are located in HEW Region V. A national listing of all UAPs can be obtained from:

American Association of University Affiliated
Programs for the Developmentally Disabled
2033 M Street, N.W., Suite 406
Washington, DC 20036

The following is a list of UAP's in HEW Region V:

Developmental Training Center
Indiana University
2853 East Tenth Street
Bloomington, IN 47401

Institute for the Study of Mental
Retardation and Related Disabilities
University of Michigan
130 South First Street
Ann Arbor, MI 48109

Nisonger Center for Mental Retardation
Ohio State University
1580 Cannon Drive
Columbus, OH 43210

Riley Child Development Center
Indiana University Medical Center
1100 West Michigan Street
Indianapolis, IN 46202

University Affilited Center for
Developmental Disorders
University of Cincinnati
Elland and Betheseda Avenues
Cincinnati, OH 45229

Waisman Center on Mental Retardation
and Human Development
University of Wisconsin
2605 Marsh Lane
Madison, WI 53706

An example of an educational facility which secured funds to train state service providers is the Title XX training program sponsored by the Developmental Disabilities Training Institute (DD-TI) of the University of North Carolina. DD-TI proposed, developed, and implemented an in-service training program for Title XX service providers utilizing the state's 25% matching funds. The grant paid the salaries of the trainers and the tuition of the trainees. DD-TI has also received national and regional grants to develop and implement personnel training programs in many content and skill areas related to the programming for the habilitation of people with developmental disabilities. For further information contact:

George S. Baroff, Ph.D., Director
Developmental Disabilities Training Institute
#3 Craige Trailer park 194A
University of North Carolina and Chapel Hill
Chapel Hill, NC 27514
(919) 966-5463

In Michigan, the DD Planning Council provided a grant to Delta College to provide continuing education for paraprofessionals who serve DD individuals. In response to community requests for staff development the college developed a coordinated program to train paraprofessionals currently employed in local service agencies. Based on a needs assessment of those to be trained, three new courses were designed covering disabilities and related training techniques, behavior management, and first aid for habilitation personnel. The training will take place on-site at three participating agencies during working hours. Workers will earn credit toward an associate degree. The grant will cover the costs of the program development and operation with tuition of the staff to be trained paid by participating agencies. The grant required an in-kind match from the college. Information on this program can be obtained from:

Rebecca Wieland
Allied Health Coordinator

or

Bob Arndt
Developmental Disabilities Project Leader
Community Education
Delta College
University Center, MI 48710
(517) 686-0400

VI. PRIVATE SECTOR

In addition to government resources, there are resources in the private sector for financial and non-monetary support for DD training activities. Nongovernmental groups such as professional associations, private foundations, service organizations, employees' unions, and nonprofit charitable groups support various human service programs. The private sector support can take many forms including funds, scholarships, consultation, materials, resource people, and volunteer help. The form of support will vary considerably depending upon the type of group contacted.

Earlier in this report we cited examples of training programs which have been supported by groups in the private sector. The health and associated health professions section contained an example of a local association for retarded citizens utilizing volunteer help to distribute training materials to physicians. In the same section, an association of occupational therapists helped develop a series of training institutes. In Michigan, the Parke-Davis Pharmaceutical Corporation provided financial assistance to the Institute for the Study of Mental Retardation and Related Disabilities (ISMRRD) to sponsor three annual conferences related to developmental disabilities.

Because private groups are highly individual with respect to state and locale, there is no single directory of all the resources which exist. Instead directories developed by local and state groups which list resources available in their area should be secured. A listing of resource directories that can be of help in initiating the search in the private sector is contained in the following section labeled "Sources." A second listing of publications, labeled "Guides," follows and contains references which can be of assistance in understanding private foundations.

A. Sources

Colgate, Craig, Jr., ed. National Trade and Professional Associations and Labor Unions of the United States and Canada. 12th ed. New York: Columbia Books, Inc., 1977.

This publication contains a complete listing of all professional and trade associations and labor unions in the United States and Canada. It provides the name, addresses, and phone numbers of these organizations.

Harrington, Paul. Guide for Financial Assistance and Program Support for Activities in Physical Education and Recreation for Impaired, Disabled, and Handicapped Participants: Foundation Programs. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1973. (ED092487)

This guide provides information for obtaining foundation support and financial assistance for developing and/or supplementing physical education, recreation, camping, sports, athletics, outdoor education, and other related programs for impaired, disabled, and handicapped persons. Twenty-one foundations are listed with the address, contact person, who may apply, how to apply, and geographical and general limitations for each one. The remainder of the guide lists (a) names and addresses of foundations that might give support, (b) supplementary funding resources given in directories and publications, and (c) guidelines for preparing grant proposals.

Lewis, Marianna, ed. The Foundation Directory. 5th ed. New York: The Foundation Center, 1975.

This directory is a compliation of nongovernmental, nonprofit organizations which have funds and programs managed by their own trustees or directors. The foundations are established to maintain or aid social, educational, charitable, religious, or other activities serving the common welfare. The directory provides a general description of the purpose and activities of the foundations and tells how to apply for funds.

U.S., Department of Health, Education, and Welfare, National Institute on Mental Health. Handbook: Foundation Support for Mental Health and Related Services. Stanley Silber, ed. Washington, D.C.: Government Printing Office, 1974.

This handbook provides information on 157 of the largest private foundations which have demonstrated an interest in supporting mental health programs. It includes basic information on the mechanics of securing foundation grants to facilitate the utilization of private foundations as a source of funding.

B. Guides

Emmons, Mary. Understanding Grant-Making Foundations: A Learning Package for Self-Study. Washington, D.C.: National Association of State Directors of Special Education, 1976.

This brief and to-the-point handbook provides practical information to potential applicants on grant-awarding foundations. Included is information on the scope, philosophy, and operating methods of foundations. In addition it contains useful hints on how to identify an interested foundation and submit a proposal to them.

National Association of State Directors of Special Education. Understanding Grant-Making Foundations: A Learning Package for Self-Study. Washington, D.C.: National Association of State Directors of Special Education, 1976. (ED125217)

Intended for special education administrators, the booklet provides information on the scope, philosophy, and operating methods of grant-making foundations; the grant award process; and the potential of foundations as a resource for special education programs. Sections are included on the following topics: an overview of foundations (including a description of the different types of foundations); steps for finding an interested foundation (things to know about the foundation before making the approach); and ways to contact a foundation (preproposal preparation, the letter proposal, and the personal interview). Other funding sources and bibliography included.

The resources that are available from the private sector are more diverse than those in the federal and state sectors. Private resources will be highly individual to each state or locality, and will require resourcefulness on the part of those wanting to locate them.

This section on training resources that are available in the private sector concludes our survey of resources. Undoubtedly there are resources that we have not identified. By completing the "Resource Identification Sheet" at the end of this report, you can assist in the development of staff development programs for DD personnel.

VII. RESOURCE IDENTIFICATION SHEET

Please assist us in identifying funding sources for in-service staff development activities by completing this Resource Identification Sheet for additional funding resources not included in this report. Provide the following information:

(Copy additional forms as necessary)

1. Name of the funding source: _____

   _____

2. Person to contact for further information:

   Name _____ Title _____

   Address _____

   City _____ State _____

   Phone ( ) - _____ (zip)

3. Target population to receive training through this source: _____

   _____

   _____

4. Additional information on application process, eligibility, training format, etc.: _____

   _____

   _____

   _____

5. Examples of training program financed: _____

   _____

   _____

   _____

   _____

Mail information to: TADD Project
ISMRRD
University of Michigan
130 S. First St.
Ann Arbor, MI 48109